ILLEGIB

ILLEGIB

S-E-C-R-E-T

22 August 1969

INSTRUCTIONS FOR VALIDATING
LANGUAGE PROFICIENCY CLAIMS

1. In order to update the records of the Agency's language assets, the attached card is being circulated to all individuals who have claimed proficiency in a foreign language and have not been tested to substantiate their claim. A memorandum from the Executive Director, dated 7 March 1969, requires that all untested language claims be tested or scheduled for testing by 15 September 1969.

2. Our records indicate that you have claimed reading and/or speaking competence in the language(s) shown on the card. The number in the CODE column indicates the level of proficiency you have claimed: 1 - Slight, 2 - Elementary, 3 - Intermediate, 4 - High, 5 - Native.

3. Please validate this information by placing a checkmark (✓) in the appropriate column indicating which of three (3) options you wish to pursue:

> OPTION 1: Will Test - A check in this column indicates your desire to validate your language proficiency claim. If this column is checked, your component Training Officer will schedule a test for you with the OTR Language School, and the resultant proficiency rating will be entered in the Language Qualifications Register.

> OPTION 2: Disclaim - A check in this column indicates that you do not wish to have your language claim validated. If this column is checked, you will not be tested and your name will not appear in the Language Qualifications Register. While record of your claim will be retained in the computer, it will not be reported unless specifically requested.

S-E-C-R-E-T

S-E-C-R-E-T

OPTION 3: Delete - This option is provided as a means
by which personnel may remove erroneous
entries from the record entirely. If the
'Delete' column is marked, the language
claim will be purged from the computer record
and considered to have never existed.

4. Some cards contain the notation Not Applicable for skills in
a given language. This indicates that our information regarding cer-
tain of your language skills is up-to-date (e.g. a valid test score is
on record, a "disclaim" has already been recorded, etc.), and no entry
is required by you. Note: The purpose of this card is only to clear
the record of untested claims. Language proficiencies which you have
previously validated or disclaimed do not appear on the card.

5. With increasing emphasis on language qualifications, the
importance of validating your language proficiency claims cannot be
overemphasized. HR 18-3, Language Development Program, indicates that
future personnel assignments may be based in part on language proficiency
and that such assignments will be made on the basis of tested language
claims only. The regulation states:

(A) Any employee occupying a Specific Language
Position must have a tested proficiency in
the required language at the required level,
and

(B) Any new assignee to a General Language Position
must have a tested proficiency in a language
and at a level which fills one of the unit's
general language needs if any of those needs
is unfilled.

6. Any questions concerning this card should be directed to your
Training Officer. Return the completed card, signed and dated, to your
Training Officer as soon as possible, and no later than 12 September
1969.

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S-E-C-R-E-T

LANGUAGE PROFICIENCY INVENTORY CARD

MPL#:   ORG: SD: DOB: HQ:

| | | -----Reading----- | | | -----Speaking----- | | | |
Computer Code	Language	Code	Will Test	Disclaim	Code	Will Test	Disclaim	Delete
		( )	( )	( )	( )	( )	( )	( )
		( )	( )	( )	( )	( )	( )	( )

As of 31 July 1969   Sign here:_____

                                         Date here:_____

S E C R E T

22 August 1969

SUBJECT : Briefing Sheet for Training Officers regarding
Testing of Untested Language Proficiency Claims

REFERENCE: Memorandum from the Executive Director Comptroller
Dated: 7 March 1969 Subject: Language Development Program

1. In order to meet the Agency requirement that untested language proficiency claims be tested (or scheduled for testing) by 15 September 1969, it is necessary that action on these claims be taken within the next few weeks. By now you should have received 5 x 8 cards for each of the people in your component whose language claims must be disposed of in one way or another; one card for distribution, and the duplicate for your use as a control mechanism.

2. It is your responsibility to insure that all signed cards are returned to the Office of Personnel, that tests are scheduled for personnel who wish to have their claims validated, and that individuals who are scheduled for tests actually take them. Signed cards should therefore be back in your office no later than 12 September.

3. There are 3 options open to personnel who receive these cards. An employee may choose to:

   (1) Validate the claim. If the "will test" column is marked, the claimed language skill will be tested and the proficiency rating entered in the Language Qualifications Register. As of 1 January 1970, only tested language claims will appear in these registers.

   (2) Disclaim any or all skills in the language listed. If the "disclaim" column is marked, the claimed language proficiency will no longer appear in active language qualifications records. The fact that the individual once claimed proficiency in the language will be retained in the computer record, but will not be reported unless specifically requested. █████ (Language   25X1A Development Program Regulation) stipulates that assignments to language-designated positions be made on the basis of tested claims only.

(3) **Delete** the claim from the language record entirely.
This option is provided as a means by which personnel
may remove erroneous entries from the record entirely.
If the "delete" column is marked, the language claim
will be purged from the computer record and considered
to have never existed.

4. Claims which are not verified by testing will be considered to
be "disclaims" and dropped from the active record. Personnel should be
advised that failure to keep a scheduled testing date will be regarded
as a "disclaim" of the claimed language skills.

5. It is standard policy for the Office of Training to forward the
results of all tests to the Training Officer involved. Receipt of these
results will be your notification that a scheduled test was indeed given.
If an individual fails to appear for a scheduled test, you will be advised
by Chief/Special Training and Testing Branch/LS/OTR.

6. Because the proficiency testing capability of the Language School
is limited, it may be necessary to spread the scheduling of the large number
of anticipated tests out over 2 or 3 months. Nevertheless, it is important
that all tests be **scheduled**, if not actually administered, by
15 September 1969. Please respect this deadline.

7. **Procedure:**

a. Distribute the cards to the individuals involved as
soon as possible and keep the duplicate cards as a check-
list. Cards for personnel who are no longer in your
component should be forwarded to the individual's new
place of assignment. For personnel who are overseas send
both cards to Chief, Central Processing Branch, Room 1D70.

b. Send cards on which all language skills have been
disclaimed or **deleted** directly to Chief, Office of
Personnel, Control Division, Qualifications Analysis
Branch, (C/OP/CD/QAB), 301 Magazine Bldg., and send the
duplicate card from your check-list to the Executive
Secretary of the Language Development Committee, 2107
Arlington Towers.

c. Contact the Language Testing Section of the OTR
Language School, (X3271), to schedule proficiency tests
for each individual who indicates on the returned card
that he wishes to have any of his claimed language skills
tested. In each case, try to set the language test for
the **earliest** date available. Notify the individual con-
cerned regarding date, time and place of the test.

-2-

d. Individuals whose cards are left over in the check-list stack after 12 September, must be contacted to insure that they received the card in the mails. It is necessary that you receive and send forward a response from **everyone** concerned.

25X1A

e. Report to [redacted] Executive Secretary, Language Development Committee, (X3239), by 15 September, regarding personnel who have not been accounted for and address any questions you may have regarding this program to him.

For the Language Development Committee

25X1A

[redacted]

Chief, Language School/OTR

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DTR-4190

18 November 1969

MEMORANDUM FOR: DDS

FROM: DDTR

SUBJECT: Language Proficiency Inventory Card Program

25X9

1. On 29 August 1969, as part of a project by the Office of
Training and the Language Development Committee to verify language
proficiency claims, a specially developed Language Proficiency
Inventory Card was sent through component training officers to
███████████████ individuals whose names were listed in the Language
Qualifications Register (LQR) as having untested, claimed proficiency
in a foreign language. The cards were to be completed, signed, and
returned to OTR through the training officers. By arrangement with
the Office of Personnel, ████████████████████████ cards representing   **25X9**
language claims of individuals now overseas were forwarded to the
Central Processing Branch to ensure that as the individuals returned
from overseas, they would receive and complete a card. All completed
cards have been sent to Qualifications Analysis Branch where the
information will be entered in the Agency Language Qualification
Register.

2. An intermediate progress report on the program was sent
to Col. White on 26 September 1969 by me. In addition, the Directorates
reported individually to Col. White. I thought you might be interested
in an updated report since we recently achieved over 93% return on
the language cards. The attached counts give a breakdown by
component. Over 500 employees have been scheduled for testing.
There has been a significant number of disclaims; the precise figure
will be reflected in the LQR machine run of 31 December 1969.

3. All of the above means that our inventory program has been
a success. Over 93% of the untested claims involving people available
in the U. S. have been resolved. Of the total ██████ unresolved   **25X9**
claims (domestic and foreign), two-thirds (66%) are now either
disclaimed, tested, or scheduled for testing. As employees return
from overseas their claims will also be resolved. We have come a
long way toward the goal set by Col. White of determining an
"accurate count of the tested capability in each language." With
the next LQR print-out in December we will have the accurate count
and will be closer to reporting only _tested_ language skills as an
Agency asset. With these hard figures in hand the Directorates and
OTR will be better able to develop an effective language program.
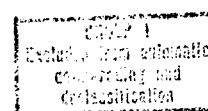
18 November 1969

STATUS OF LANGUAGE TESTING CARDS

25X9	Recvd.	Retrnd.	Balance	Percent

Director
  O/DCE
  OPPB
  GENC
  IG
  NIPE
  CSEC
  ONE
  OLC

Support
  O/DDS
  MED
25X1A COMMO

  LOG
  PERS
  SEC
  OTR
  FIN
  SSS
  CTP

Plans
  O/DDT
  CI
  FI
  OPSER
  CA
  TS
25X1A AF

  EUR
25X1A FE
  NE

  SB
  WH
  MES

1) This figure reflects 16 returnees from overseas processed by CPB.

25X9	Recvd.	Retrnd.	Balance	Percent

STATSPEC

Intelligence
  O/DDI
  OBGI
  OCI
  CRS
  DCS

  OER
  NPIC
  IRS
  IA
  OSR

Science & Tech.
  O/DDS&T
  OEL
  ORD
  OSA
  OSI
  OCS
  FMSAC
  OSP

TOTALS

DTR-**3037** ₍ᵤₗᵧ₎

ER 69-1254

7 MAR 1969

MEMORANDUM FOR: Deputy Director for Intelligence

Deputy Director for Plans

Deputy Director for Support

Deputy Director for Science and Technology

SUBJECT : Language Development Program

1. It is obvious from the chart attached that the language requirements set by the principal language using Directorates in August '66 will not be met by the deadline of 1 January 1971. The success of the Language Development Program (LDP) depends on the establishment of realistic position requirements, an accurate count of the tested capability in each language and a plan for training that diminishes the difference between position requirements and tested capability. Without a systematic appraisal of these factors, on at least an annual basis, it is impossible to know if sufficient progress is being made in this vital area of Agency operations. Within the framework of present regulations and the functioning of the Language Development Committee (LDC), there is structured a system of reports, which if conscientiously submitted, are sufficient to provide each Deputy Director with a knowledge of the status of language development in the Directorate. Important to the success of this mechanism is the continued assignment to the LDC of representatives who can speak for you and monitor the annual submission of position and training requirements. These two submissions, along with the roster of tested capabilities, provided jointly by the Offices of Training and Personnel are the very backbone of the LDP.

2. The chart shows ten key languages. The first column represents language positions for which a prescribed level of skill is essential. The level of skill is matched against known staff capabilities (column 2) leading to the computation of language proficiencies (column 3) that must be met by 1971 when the Agency's new Foreign Language Program is to be fully implemented. A factor of three was used to compute the originally submitted requirements since it is the Language Development Committee's view that to keep one position filled with a language-qualified officer there must be three candidates. Oral proficiencies are the bases for the Clandestine Service and Support Services determinations; reading skills, for the Intelligence Directorate.

file

Statistically interpreted, the sampling shows the Agency with no significant surplus of language skills except at the Elementary level of French. At the same time it is in French that we are doing the most training. Shortages exist throughout at the tested Intermediate and High levels. There is a deficiency in usable Russian, a fact made more serious by the association of this capability with older employees of OSS and post war background -- whose retirement from the Agency becomes imminent. Requirements for Thai, Indonesian and Arabic appear unrealistically low.

3. Essential to the system is a reliable statistical base. I am not certain that these figures of language proficiencies are accurate; but we must use this base, or a corrected one, for planning. Analysis of the number of requirements for High fluency causes me to wonder if this category of requirements represents a realistic appraisal of the proficiency needed to do the job. The speaking goal of Agency training should be Intermediate proficiency; this "professional" level is sufficient for most of our purposes. (See attached description of language levels) High is a level very close to Native and is a proficiency which the Agency needs but in numbers related realistically to requirements. I raise this question because a serious reassessment of position requirements should be made at this time and I am aware that these have been called for and will be forthcoming from the Directorates by 1 May 1969, and hereafter be submitted on 15 January.

4. No language training program can succeed without full cooperation of the Directorates. To this end, the Directorates should assign more people to full-time training and should avoid pulling people out before they have achieved the goals set for them. Only long-range planning can assure steady enrollment and uninterrupted stay in training to achieve the goals set for 1971. In addition, the use of the favorable overseas environment for language training must be maximized, while we increase our efforts to recruit employees with at least an Elementary proficiency in a language. When we consider that it takes about two years of full-time language study in the "hard" languages to achieve Intermediate level, the significance of hiring new employees with language competence and of using the overseas environment for its furtherance or acquisition assumes important dimensions.

5. I am informed that the Language School can test the approximate 2,500 untested claimed proficiencies within a six-month period. However, in order to assure that the important bulk of these claims, those above Slight be processed, those claiming only Slight may be delayed until after 15 September 1969 by which time each Directorate will report to my office on the status of its untested proficiency claims.

2

6. <u>With the intent of more closely coordinating the Language Program</u>, the <u>Directorates will submit</u> to this office on 15 January an annual report which is to be a summary of position requirements as opposed to tested capability. In addition the report should include a graphic illustration of the training accomplishments of the year as opposed to the training requirements submitted. The format for this report may follow that of the attached or be agreed upon with the LDC. <u>The Chairman of the LDC will combine the pertinent data from the Directorates' Summaries with other required reporting by 1 February into an annual report for the Director.</u>

7. I am aware of various special efforts made to improve our language capability and while they are certainly laudatory, the figures of the chart tell me we must do more.

SIGNED

L. K. White
Executive Director-Comptroller

Atts

25X9

Next 2 Page(s) In Document Exempt

20 March 1968

LANGUAGE PROFICIENCY LEVELS

Pronunciation - Speaking - Understanding

The five levels of foreign language proficiency described below have been established as a standard for discussing and describing the linguistic competence of all Agency personnel who have a speaking proficiency in a language other than English. To facilitate communication, they have been written to be as clearly distinct from one another as possible. Since it would be impractical, if not impossible, to include within the descriptions the various operational applications of these definitions, they have been written in general rather than in operational terms. The consumer must ultimately decide which of the levels described is necessary for a given operational task.

ZERO - Isolated words and phrases, of no practical use.

SLIGHT - Courtesy Level

1. The candidate has had a very limited experience with the language, he knows enough at this level to make his needs understood in a variety of situations that might occur in the course of routine travel. His vocabulary will be limited, his pronunciation will at times be unintelligible to native speakers not used to dealing with foreigners, and -- except for set memorized expressions -- his speech will be hesitant and disjointed. His comprehension of the language probably does not go beyond understanding simple questions and statements, spoken at less than normal speed. However, assuming these limitations, in order to qualify for this rating he must be able to ask and understand directions, order a meal, get a hotel room, get a train ticket, count, make a purchase, tell time, and handle basic courtesy requirements (greetings, introductions, etc.).

A candidate with this rating has the minimum proficiency necessary for survival on a day-to-day basis in the target country. He is not equipped, however, to carry on more than halting conversation with native speakers of the language.

ELEMENTARY - Minimum Working Level

2. At this level the candidate should have enough control of the language to be able to carry on genuine, though not sustained, conversation. He will make obvious mistakes in grammar, and will speak at generally less than normal conversational speed -- but with pronunciation that only occasionally interferes with communication. His limitations

in vocabulary will frequently reduce him to verbal groping, even to momentary silence. But, given these limitations, he should be able to comprehend the language (with occasional misinterpretations) when it is spoken at normal speed on non-technical topics, he should be able to string two or three sentences together to give more than terse answers to questions, and should have sufficient vocabulary to talk about himself (autobiographical data, daily routine, home life, etc.), to describe a street scene, a picture or an event, and to carry on an uncomplicated conversation about some concrete topic (the weather, what he likes or dislikes about his living quarters, etc.). He should be able to handle such situations as making inquiries of a landlord about a prospective apartment, explaining simple office routine to a new employee, or arranging by telephone to meet someone at a given place.

INTERMEDIATE - Professional Level

3. At this level the candidate should be able to speak the language at normal, or near normal, conversational speed -- with occasional hesitations for lack of vocabulary -- and have enough facility with it to be able to sustain conversation with reasonable ease on a variety of topics. His pronunciation, although obviously foreign, should be such that it never interferes with communication. The candidate will make a limited number of not very serious grammatical mistakes. At this level, assuming the limitations mentioned, he must be able to use the language as a practical tool, without a great deal of translation from English. He should be able to understand almost all of what is said to him in everyday social conversations, as well as to follow speeches, clear radio broadcasts, and most conversation between native speakers.

He should be able not only to describe things in factual terms, but also to tell a short narrative, express his opinions, or chat about things in which he has a particular interest (his hobby or professional specialty, sports, etc.). He should be proficient enough to offer comments on political and social problems, well-known personalities, or the events currently making headlines in the news.

MNN - Maximum Non-Native Level

4. At this level the candidate should be able to converse with speed and confidence on any non-technical topic that he might normally discuss in English. This individual would not usually be mistaken for a native, but his proficiency with the language should be such that natives would not feel required to make linguistic concessions to him. He should almost never make a grammatical error in speaking -- though occasionally in choice of vocabulary -- and his pronunciation should so closely approximate native speech that it is not readily identifiable as foreign. He should be able to understand anything that he hears in the language -- with the exception of dialect variations and colloquialisms outside the range of his experience.

He should have a large vocabulary -- including a wide range of idiomatic expressions, some drawn from the literature of the country -- and enough competence with the language to use it even in rather trying situations, e.g., defending U.S. policy and cultural attitudes from verbal attack by an anti-American student or politician.

26 Feb 69

NATIVE - Bilingual Proficiency

5. The candidate must be able to use the language in a manner equivalent to that of a well-informed native speaker. He will speak fluently and accurately in all practical and social situations, and freely and idiomatically in all special fields with which he is familiar. His speech on all levels will be fully accepted by well-informed native speakers in all of its features, including breadth of vocabulary and expression, colloquialisms, and pertinent cultural references. He will be able to comprehend all non-technical conversations, and technical discourse in his field.